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The Detroit Public Schools-Wayne State University Elementary Team Internship Pilot Program was developed to provide an internship (after the student teaching experience) permitting elementary education students to assume the role of teacher. The team internship unit consisted of four interns, two assigned to each of two proximate classrooms; one teacher-director (supervising teacher) in charge of the two classrooms and the four interns; one clinical instructor (college supervisor); and one clinical professor (a senior faculty member of the College of Education to serve as an advisor). The teacher-director devoted full time to the program, the clinical instructor one-quarter time, and the clinical professor one-eighth time. After initial planning and preparation, the interns assumed full responsibility for their classes. Self-evaluation through video tape recordings, interschool visits, analysis of each other's teaching, and joint planning also were intern activities. For evaluation purposes, questionnaires were distributed to interns, clinical instructors, teacher-directors, and school administrators halfway through the program and upon completion of the program. Individual tape-recorded interviews were held with the same people. A more complete evaluation will involve follow-up of the interns as they assume regular teaching positions. (SG)

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Toward Real Teaching: A Team Internship Proposal[1]

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Student Teaching Plus

Student teaching, as conceived and carried out in many teacher education programs, tends to be more role playing than role assuming. Student teaching cannot within its definition permit a prospective teacher to go beyond the role stage of playing at teaching since he is never really made responsible. The student teacher is but a guest in someone else's classroom, and whether he arrives on the first day of school or in the middle of a semester, he cannot be much more than an outsider to the classroom situation. He must closely follow his supervising teacher's mode of teaching or face the threat of being isolated from the rational patterns in the classroom. This fear of isolation tends to restrict his natural desire and need to expand his personality into the teaching role. In a real sense, his ego development toward becoming a teacher is thwarted: he becomes protective of himself in the situation rather than taking chances as he explores his possibilities as a teacher.

A period of role playing under sympathetic guidance that allows some individual exploration is probably needed in the early stages of becoming a teacher. The question is whether this role-playing phase does not become overextended to the point where the student teacher becomes boxed in by the requirements of the classroom situation created by his supervising teacher. Twelve to sixteen weeks of student teaching may be too long a time, especially when there are two contacts and the supervising teacher in the second con-

1. The pilot project upon which this article is based was made possible by the efforts of Dr. Florence Jacque, Dr. George Owen, Mrs. Gertrude Kirkwood, Mr. Domenic Corgait, Mr. William Devich, Miss Barbara Burke, Mr. Frank Church, Mrs. Jean Fuque, Mrs. Bessie Gorman, and Dr. Rose Marie Schmidt of the Detroit public schools; and Dr. John Sullivan, Dr. Louis VanderLinde, and Dr. Howard Reilly of the College of Education, Wayne State University.

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tact has not yet developed techniques for releasing the class to the student, who may then either become bored because he cannot really be a teacher or give himself over to the pattern and routine of his supervising teacher. Neither is a healthy state for the beginning teacher thrown suddenly into the sink-or-swim situation of a teaching job. Even in the cases where some responsible teaching is allowed, it rarely totals to more than a week. Under these circumstances, it is little wonder that many beginning teachers become overwhelmed and either give up entirely or require an undue amount of supervision during the first year.

Role Assuming and Acting

The neophyte teacher needs an experience somewhere between the role playing of student teaching and the lonely act of teaching completely by himself, an experience that will involve him totally in the act of teaching while still under guidance. He must be freed from the domination of a supervising teacher but not to the extent that he will have to resort to survival techniques. He must be responsible for his acts as a teacher. When this happens, his teaching personality begins to have integrity, and he can build his own teaching style by making explorations in the classroom environment and assessing the results. He will be free to extend himself while his professional mentor, as the experienced member of a team of young professionals, is still available and ready to talk things over, to reflect upon the situation, and to advise.

Team internship is an organizational structure that holds great promise for permitting the accomplishment of role assuming and role acting as the neophyte becomes a teacher, while at the same time offering him appropriate guidance. The pilot program described shows the possibilities this pattern holds for bridging the gap between role playing and role assuming in teacher education.

The Detroit Public Schools-Wayne State University Elementary Team Internship Pilot Program

Background. The Elementary Education Department of Wayne State University has developed ten cooperative teaching centers with Detroit and several suburban communities.[2] Each of these centers is operated by a steering committee of school and university personnel that is jointly responsible for making decisions on the instruction in teaching to be carried on in the center's undergraduate student-teaching program. The team internship experiment developed out of this joint decision-making process in one of the Detroit cooperative teaching centers located in an area that included culturally divergent communities.

The steering committee of the Region 5 Center became concerned about the need for extending the opportunities for responsible teaching by student teachers. They wanted to set up an instructional situation in which student teachers could work independently under expert guidance and be in a position to make critical analyses of their work with children. The committee was also concerned about contributing constructively to the city's problem of a critical shortage of elementary teachers for schools in culturally divergent communities, and they wondered if they

2. For further information about school-university collaboration, see E. Brooks Smith and others, editors. *Partnership in Teacher Education.* Washington, D.C.: American Association of Colleges for Teacher Education and the Association for Student Teaching. (In press)

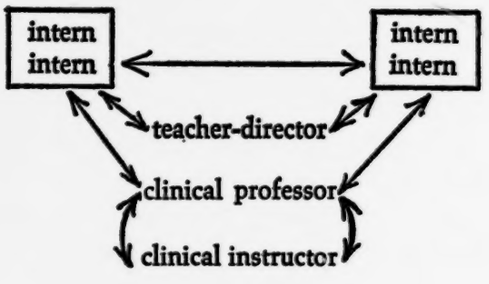
could find an appropriate way to use successful second-contact student teachers in vacancies previously covered by emergency measures. It seemed to them that a common solution of these two pressing problems might well be found in some kind of undergraduate team internship. But although the teacher shortage emergency prompted consideration of the proposal, all agreed that the only legitimate premise for the team internship was the need to develop new, viable structures for responsible teaching to bridge the gap between teacher role playing and role assuming. The important pay-off would be improved preparation that would enable the beginning teacher to start his career in a much stronger professional position than would have been possible without such an experience.

The committee knew that internships were quite common in graduate M.A.T. programs, and they were aware of the shortcomings of these programs in not providing adequate supervisory and instructional opportunities for the interns in training. They were also aware of both the potentials and pitfalls of team-teaching arrangements among experienced teachers. However, the cooperative teaching concept seemed to offer a number of advantages for a team of neophytes working together with an experienced teacher-director. Chief among these would be the opportunities afforded by the team system to plan jointly but teach independently, to evaluate jointly but reteach individually, and to permit time in the scheduling for conferences with college and school supervisors, for group planning, teaching, and critiquing. The prospect looked so promising that a joint subcommittee was appointed to work out plans.

The Planning Phase. The make-up of the subcommittee reflects the cooperative nature of the teaching centers. Chaired by the director of student teacher placement of the Continuing Education Office of the Detroit Public Schools, it had within its membership two Detroit school teachers, who subsequently became the teacher-directors in the program; one Detroit assistant principal; the chairman of the Elementary Education Department of the College; two college supervisors; and the coordinator of student teaching of the Elementary Education Department.

At its first meeting, the subcommittee tentatively approved a pattern of organization. Subsequent meetings dealt with technical aspects, including temporary state certification for the interns, possibility and amount of remuneration, and the amount of college credit to be allowed for the internship; anticipated community reactions; activities of the interns, etc. Following the third meeting, a proposed program for a semester plan of team internship was approved and subsequently developed. It called for:

a. four interns in a team, two assigned to each of two classrooms in proximity.
b. one teacher-director (sponsoring teacher) in charge of the two classrooms and the four student teacher interns.
c. one clinical-instructor (college supervisor) assigned to each internship unit.



As in all new projects, the roles of the personnel of this internship had to be explored. Because of the developing nature of the program, no detailed role descriptions were drawn up, but the new roles of personnel usually associated with student teaching were recognized and defined as follows:

a. *Intern:* a student who has completed an initial experience in student teaching and has been identified and selected by the Center faculty for recognized competence.
b. *Teacher-Director:* a sponsoring teacher of Region 5 Teaching Center who has agreed to serve as the director of the internship unit and is qualified to do so.
c. *Clinical Instructor:* a college supervisor who coordinates the program. He serves with and is consultant to the teacher-director and teacher interns.
d. *Clinical Professor:* a senior faculty member of the College of Education to serve as adviser to the program.
   (1) Adviser: senior faculty member of Elementary Education Department
   (2) A professor of educational psychology was designated as a consultant to the program.
e. Region 5 Teaching Center Internship Unit Faculty:
   (1) four student interns identified and selected by the faculty for recognized competence in student teaching.
   (2) one clinical instructor (one-quarter time)
   (3) one teacher director (full time)
   (4) one clinical professor (one-eighth time)

One teacher-director was assigned full responsibility for the instruction and administration of two classrooms and the children assigned to them. Four student interns were assigned to the teacher-director and to the two classrooms. Working as a team and in pairs under the guidance and direction of the teacher-director and the clinical instructor, the interns planned all classroom activities for the children. Each intern was present 80 percent of a full school week, or the equivalent of four full days each week for an entire semester; the remaining time was spent as he pleased, usually in college classwork.

The clinical instructor worked closely with the teacher-director on all phases of the program and carried out the function of supervision as a member of the unit team. A program of observation, planning, and teaching was employed to allow the intern opportunity to share in planning with the clinical instructor, teacher-director, and the other interns; to observe teaching by his peers, the clinical instructor, or the teacher-director; to teach and be observed by the same group. Analysis of teaching was stressed in the activities of the teaching unit. The clinical instructor was available for consultation and demonstration teaching at the request of the teacher-director or of the interns; the clinical professor was available on the same basis.

Selection of Interns. Prospective interns were selected from a group of first-contact student teachers who had been identified by their sponsoring teachers and college coordinators as outstanding. Twenty-six prospective interns were invited to a meeting at which the proposed internship program was explained, and twenty-four volunteered for the program. All were individually interviewed by members of the internship unit faculty, and ten (eight interns and two alternates) were selected

for the program on the basis of enthusiasm, apparent knowledge of educational problems, and evidence of an interest in working closely with peers.

Since it was known that there would be both an upper elementary and primary internship unit, selected interns were assigned to the school containing the unit of their grade preference. The school principal and the teacher-director, in consultation with the clinical instructor, assigned them to their respective rooms and partners.

Selection of Teacher-Directors, Credit, and Load Considerations. The two teacher-directors were chosen on the basis of their outstanding contributions to the Region 5 Teaching Center programs and their proved competence as supervising teachers. Each had received advanced professional education and had had a minimum of ten years' teaching experience. Both had served as members of the subcommittee that planned the internship program.

The College of Education was able to offer the interns additional college credit above that ordinarily received by a student for the second contact of student teaching. Since some of the interns were nearing the end of their undergraduate programs, it was possible for them to receive graduate credit for part of the program.

The supervision load of the clinical instructors was reduced by a third so that they could spend more time with the internship program and be more active in the teacher education aspect of the internship.

Costs to School District. Children in a classroom had the benefit of the instructional service of two intern teachers, each devoting 80 percent of his time to planning and executing an instructional program. In addition, the service of the experienced teacher-director was available to the class 50 percent of the time to supervise and direct the total program.

An approximation of costs to the school district was based on the probable salary of one experienced teacher, the teacher-director ($10,000), and the salary of a beginning teacher ($5,800), divided evenly among four interns. Thus, the annual cost of a unit team would be $15,800, or $7,900 per classroom, as opposed to an average teacher cost of $7,989 per classroom during 1966-67. The teacher-directors receive $320 each from the College of Education for their work with the interns, at the rate of $40 each for the two quarters of the internship.

Activities of the Team Internship. Prior to the interns' assuming responsibility for their classrooms, they met with their respective teacher-directors and fellow interns to plan the activities for their pupils. The initial planning was a careful, detailed look at the first day's procedures. Each intern knew exactly what was to be done and how, and whose responsibility it was to see that each phase of the plan was successfully executed. The teacher-director and interns discussed the overall semester, unit, weekly objectives, and topics; and the interns continued to refine the plans with the guidance of the teacher-director. Meetings were held with the parents to introduce the interns and explain the organization of the program and its value for the children.

Two basic class organizational plans were used with the intern groups. The primary lower elementary grades were self-contained units staffed by female in-

terns. The upper, intermediate elementary grades were divided into a morning and afternoon section, each having a male and female intern. Each of these sections was the direct responsibility of one intern under the supervision of the teacher-director. The interns assisted each other in planning and teaching both sections: while one led the discussion, the other circulated through the room to give individual clarification where needed. When teaching a different section or group of children, the interns reversed their roles to cover the same general material.

The clinical instructors, teacher-directors, and interns cooperated in the carrying on of a number of professional activities. Self-evaluation by the interns was made possible by the use of video tape recordings of each intern's teaching behavior. Interschool visits, analysis of each other's teaching, and joint planning of alternative teaching strategies were other activities of the interns. Since there were, in effect, five teachers assigned to two rooms, a great deal of flexible scheduling was possible.

All of the interns engaged in extracurricular meetings and pupil-centered endeavors. Since there was more than one teacher to a classroom, it was possible for the interns to attend out-of-town professional reading conferences, workshops, and cooperative center faculty meetings; to take the children on Saturday trips to restaurants and the zoo, or for woodland hikes, or the whole class for a week's camping trip. These excursions provided the interns with an opportunity to discuss the possibilities of the internship program with prospective student teachers.

Initial Assessment. At the beginning of the internship program, the steering committee developed modest plans for its assessment. It was felt that there should be an ongoing evaluation throughout the duration of the pilot program, as well as more formal evaluations at midpoint and conclusion.

After the interns had been in the classrooms for approximately two months, members of the central school administration of Detroit, including the director of continuing education and the field superintendent of Region 5, visited the classrooms to observe the program in action. They had an opportunity to talk to each of the interns, the teacher-directors, the principals of the schools, and all of the college personnel associated with the program. Their evaluation included the following observations and recommendations:

a. The internship program as it was operating seemed to be providing an unusually fine educational program for the children in three of the classrooms and a good average program in the fourth.
b. The internship should be limited for the present to candidates who have done well in their first student-teaching contact.
c. Expansion of the internship into more classrooms should be encouraged, not only because of its seeming success but also because it should be tried out in different settings before being considered for adoption on a larger scale.

At midpoint of the internship experience, the interns, clinical instructors, teacher-directors, and school administrators were asked to assess the program through the use of questionnaires. Following is a summary of the responses given to the main questions asked of all participants:

a. The interns agreed that this internship experience had been an excellent part of their total teacher education, probably much more valuable than a second student-teaching contact. They also indicated that the program was better than, and in half the cases far exceeded, their early expectations. They listed the following experiences as the most valuable:

   (1) Exchanging ideas and materials
   (2) Working more closely with teacher-directors and fellow interns.
   (3) Assuming more responsibility
   (4) Interacting with parents
   (5) Becoming more involved with children in attempting to solve their social and emotional problems.
   (6) Self-evaluating their own teaching behavior through the use of video tape.

b. The administrators, teacher-directors, and clinical instructors were also very enthusiastic about the internship program and indicated that it had far exceeded their earlier expectations. Each of the administrators and teacher-directors agreed that there had been a positive change in parent and faculty attitudes. They saw the following specific gains to the children and the school:

   (1) Citizenship of students in the classroom improved
   (2) Children seemed to be more interested in school
   (3) The classroom atmosphere was conducive to learning
   (4) Enthusiasm of the interns seemed to influence the entire faculty toward taking a more hopeful view of "difficult" classes
   (5) Parents became more interested in their children's education

Two of the classes had been described earlier by administrators as "difficult," and there was some question about involving them in the internship experiment. The interns, administrators, teacher-directors, and clinical instructors indicated that the team internship showed promise for improving the teacher education program, while contributing constructively to the educational program of these children.

At the end of the internship program, individual, tape-recorded interviews were conducted with the same people who had previously responded to the questionnaire. Following is a summary of the responses:

The interns all agreed that this internship was probably the most valuable part of their total teacher education. They indicated that, through having full responsibility for a classroom with the support of the teacher-director and the clinical instructor, they had gained more self-confidence than they could have acquired in a second student-teaching contact. Because they were in their own classroom, they felt no reluctance in trying new and innovative ideas or applying the theory learned at the university. They all agreed that the internship involved more effort than student teaching, but they felt that the personal rewards made the work enjoyable. Since the internship presents teaching "as it really is," the interns felt that the program should be open to more students. They listed the parts of the program they had found most valuable to them personally:

(1) Sharing plans and experiences with other interns
(2) Greater involvement in the total school program
(3) More opportunities to get to know the children and help them with their personal problems

(4) Total responsibility of the class, including evaluation, parent-teacher conferences, and decisions relating to the progress of individual students
(5) Acceptance by the faculty as a member of the staff rather than a short-term visitor
(6) Opportunities to observe the teaching techniques of the teacher-directors, clinical instructors, and other interns
(7) Self-analysis of teaching techniques through the use of video tape
(8) The opportunity to solve classroom problems while still having the guidance and support of the teacher-director and clinical instructor

When asked at the beginning of the experience if they would teach in inner city schools, all eight interns answered, "No." When asked the same question at the end of the internship, three of the interns replied that they had contracts in city schools similar to the one in which they had interned; one said that she planned to apply for an inner city position following the completion of her husband's college education in another part of the state; a fifth stated that he would have sought employment in a city had he not previously made a commitment to the school where he had had his first contact in student teaching; and the other three said that, although they now were more appreciative of the big city situation, they preferred to teach children with middle-class backgrounds.

The teacher-directors and clinical instructors were most enthusiastic about the internship and viewed the program as an excellent method for introducing the college student to the classroom as he will experience it when he becomes a regular teacher. The teacher-directors noted an increase in unsolicited positive feedback from the parents of the children taught by the interns. Many of them came to the school just to meet the interns, and several requested that their child be placed in an internship program next year. They also observed marked changes in the attitudes of other faculty toward the internship: the general attitude of the faculty members changed from one of skepticism to one of acceptance of the interns as colleagues.

The teacher-directors and the clinical instructors indicated that, although working with interns is more physically taxing and time-consuming, it is most enjoyable and extremely rewarding. The clinical instructors noted that their role had changed from periodic supervision of classroom activities to more involved participation.

The clinical professor noted that as a member of the team he had many opportunities to influence the instructional program at times when his contribution would be most effective. Many potentialities for the involvement of the clinical professor in classroom teaching and the analysis of teaching and operational research were only explored, but ways were seen for developing an appropriate role that would continually involve him in the actualities of classroom teaching and teacher training, while at the same time permitting him to carry on his study of education and college teaching.

A later, more complete evaluation of the program will include a follow-up of the interns to try to find out whether their new principals, supervisors, and colleagues can describe activities and attitudes that place them professionally ahead of beginning teachers who experienced the usual student-teaching program.

There are questions still to be raised and answered: Have the team interns become too dependent on each other for morale? Will they feel unusually lonely without their teammates, or has the internship taken them through and beyond the period of survival so that they can cope with the usual isolation of the new teacher? When they become full contract teachers, will they continue to teach at the high level of enthusiasm generated by the experimental team situation? Are the salary arrangements fair for the work done by the interns and the teacher-directors? Were the roles of the school and college supervisory staff sufficiently delineated? Could the school and college supervisory team deal with a unit of three classrooms and six interns without jeopardizing the gains realized in this program? And finally, would the team internship experience be as fruitful for less able student teachers?

Implications for Future Direction. This undergraduate team internship experiment suggested a practical structure for future field experiences in teacher education that would combine a responsible teaching experience under guidance with opportunities for the critical analysis of teaching by neophyte and knowledgeable experienced teachers. In typical student-teaching programs, there is not enough opportunity for independent teaching; and in typical internship programs, not enough for adequate supervision and critical analysis of teaching. The mere logistics of serving the isolated student-teaching or internship position inhibits the full involvement of both college and supervisory school personnel. In the team-unit structure, however, both college and school personnel can be involved more effectively and efficiently. The often disparate points of view of the college and the school in classroom teaching and teacher education can be ameliorated in the team setting, or faced directly and utilized for constructive educational purposes.

Released time for the supervising teacher and the student teacher to confer, to plan, and to evaluate has always been a problem in student-teaching programs, since there is no one to teach the class while student teacher and supervising teacher are conferring. In the team internship, with five teachers for two classrooms, three of them can be working outside the classroom on planning, preparing materials, and evaluating. Three-way conferences between an intern, the teacher-director, and the college clinical instructor are easily arranged. When two or three internship teams are associated, half of them can hold a seminar or carry on group observations and assessments. The program can be very flexible, permitting all kinds of cooperative teaching in the classroom by the interns with or without the teacher-director and the clinical instructor. There can be demonstration classes, with a group of interns observing with an analysis schedule and following up with critique sessions. Video taping of classes is made easier because of the extra hands available. Almost any combination of teaching and evaluating is possible, and opportunities for constant sharing of ideas are unlimited.

Most important of all the potentialities of the team internship structure is the fact that it permits the release of creative energies and ideas by the interns and the teacher-directors. The teacher-director, unlike the conventional supervising teach-

er, is removed from immediate responsibility for the two classrooms and put in charge of a total program of classroom instruction and teacher education. He has a new role, once-removed from constant direct contact with children. He is responsible for releasing the talents of the neophyte teachers and giving them the support they need to do the best possible job with children. The classrooms are no longer his immediate responsibility but that of the interns. Because of this unique situation, the intern is free and responsible to develop a program of his own, with an experienced teacher on hand to advise and guide him. The results of this experiment showed that the able second-contact student teachers, when given responsibility for classrooms, not only survive as teachers but innovate and carry out educational programs that more experienced teachers might hesitate to try. They attempt to implement the innovative ideas they have been learning about in college education classes, in their reading, and from their teacher-directors, who have been selected partly on the basis of their innovative teaching.

The really important prospect for the future is that team internship units in a school can become the innovative cells from which new ideas can move outward. The placement of a unit in a school brings university and school supervisory personnel naturally into the school as working colleagues, and school problems can be worked on by the school-university team. The teacher-director and the principal have to make sure that the team does not become isolated but participates fully as an element of the total school program. If this is done, then the results of experimentation in these team internship units can be shared and considered for trial in other parts of the school. In this way, new ideas enter the school system, not as demands on the part of the administration but as a legitimate part of the teacher education program.

The team internship seems to have many advantages to recommend it as a regular experience in all teacher education programs. It gives promise of offering the student a transitional experience from role playing to role assuming in the real world of the teacher.

The blame for the teacher shortage in Negro colleges cannot be laid at their door. They simply cannot meet the competition. A college cannot be expected to attract Ph.D.'s to its staff when inadequate library facilities limit research opportunities, teaching loads are heavy—usually fifteen hours a semester—students are poorly prepared, salaries are low, and, most important of all, the social and intellectual atmosphere is not conducive to scholarship. In addition to the other handicaps Negro colleges face in trying to recruit adequate faculty, their salary scales are lower than those in white colleges. The library in many Negro institutions needs to be improved in almost every respect. On the whole, it would be safe to say that states that have predominantly Negro institutions have not given them support on a par with that which white institutions receive. Continued segregation in institutions of higher learning challenges the profession to act.

—Philip D. Vairo
"The Dilemma in Negro Higher Education"
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